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London County Council

THE ORGANISATION OF EDUCATION IN LONDON

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London County Council.

THE ORGANISATION OF EDUCATION IN LONDON.

HISTORICAL SUMMARY.

During the years previous to 1870 elementary education was, except so far as it was given in private schools, supplied mainly by the various religious organisations of the country. The schools established by these organisations had, until 1832, to meet their expenses from voluntary contributions and from fees. In 1832, however, Parliament voted £20,000 for public education—the first of the annual grants which have since been continued without interruption. At that time a State department for education did not exist, and for the first few years the annual grant was administered by the Treasury. It was applied solely to aid local effort in building schools and was distributed through the two great religious organisations—the National Society and the British and Foreign Schools Society. In 1839 the annual grant was increased to £30,000 and at the same time the duty of supervising its administration was entrusted to a special committee of the Privy Council established by an Order in Council. This committee was generally known as the Education Department. An approved building was at first the sole condition of aid, but the department gradually required other guarantees of efficiency, and the conditions of a grant were extended to cover successively teaching staff, attendance, and individual attainments. In recent years the grant has been given in block form for the efficiency of the instruction as a whole.

The efforts made by the religious organisations aided by the State proved inadequate, and in 1870 Parliament dealt with the subject of elementary education in the first great comprehensive measure. Under the Education Act of that year publicly elected bodies (School Boards) sprang into being in London and elsewhere. The School Boards were empowered to supplement the existing supply of elementary schools and to support from the rates the schools established for this purpose. Thus there arose two types of elementary schools—the voluntary schools of the religious organisations, and the Board schools of the publicly elected bodies. Each type was aided by the State and

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each charged fees, but the Board schools alone were supported from the rates ; the voluntary schools had to rely on voluntary contributions. To some extent the work of both types of schools was co-ordinated by the State Department of Education. In 1891 a further Parliamentary grant to all public elementary schools enabled the School Boards and also the voluntary managers to provide free education. In London the Board schools were made free, but the voluntary schools continued, in some cases, to charge reduced fees until 1905, when by the decision of the Council all fees were abolished.

In the domain of higher education also voluntary effort preceded the action of the State. Many of the Endowed Secondary Schools have existed for centuries. The Exhibition of 1851 led to parliamentary grants in aid of science and art classes. These grants were distributed by a second Department of State—the Science and Art Department. In 1889 local authorities (county and town councils) were empowered by Parliament to supply or aid the supply of technical education out of the rates ; and in the following year Parliament relieved local rates by a large annual grant, giving at the same time power to the local authority to devote the whole or part in aid of technical instruction. The local councils construed technical education in a liberal sense and utilised the grant not only in supplying or aiding the supply of technical schools but also in providing means for science and art instruction and for aiding instruction in modern languages and other commercial subjects in secondary schools.

Thus there arose towards the close of the 19th century a complex educational system. One State department controlled elementary education ; another aided secondary and technical schools. Elementary schools were of two kinds : voluntary schools with insufficient funds, and Board schools maintained out of the rates. Further, while one set of local authorities (the county and town councils) were aiding secondary and technical education, another set (the School Boards) were in certain districts providing education of a higher kind beyond the limits of their powers. The time was, therefore, ripe for further Parliamentary action. Under an Act passed in 1899 the two State departments were merged in one central department, called the Board of Education ; and thus unity was secured in the matter of State control. The Education Act of 1902, the second great comprehensive measure, introduced unity into local administration, and imposed on the local education authority the duty of maintaining the voluntary schools (except so far as the fabric is concerned) and of keeping them efficient. It has been followed by some important measures affecting the welfare of children, especially the Education (Provision of Meals) Act, 1906 ; The Education (Administrative Provisions) Act, 1907 ; and the Children Act, 1908.

THE LOCAL AUTHORITY.

The London County Council is the local authority responsible for all grades of education within the County of London. Practically the whole of the elementary education in London is under the Council's control. In the various branches of higher education the Council is associated with several other authorities, such as the University of London, the City Companies, the governing bodies of endowed secondary schools and the governing bodies of polytechnics and technical institutes. In the promotion of the different forms of education it is the object of the Council to work in co-operation with the other agencies that are engaged in educational work, and to secure that there is no overlapping or duplication of effort. The Council works throughout in close association with the Board of Education, which is the central authority entrusted by Parliament with the duty of supervising all branches of education throughout the country.

All matters relating to the exercise of the Council's powers under the Education Acts, except the power of raising a rate or borrowing money, stand referred by statute to the Education Committee of the Council; and the Council before exercising any such powers, unless in their opinion the matter is urgent, receives and considers the report of that Committee with respect to the matter in question. The Council may delegate to the Education Committee any of its powers under the Education Acts except the power of raising a rate or borrowing money. This Committee, whose meetings are open to the public and are held every Wednesday at the County Hall, is composed of fifty members (including nine women), of whom thirty-eight are members of the Council, and twelve co-opted members. The powers and duties of the Committee are distributed among nine sub-committees. It is assisted in the administration of elementary education by 181 statutory bodies of managers for provided schools, and 353 for non-provided schools, and in the management of its own secondary schools, training colleges, technical institutes and schools of art by advisory or local sub-committees. The Council also appoints representatives to serve upon the governing bodies of all schools and institutions to which it makes grants.

The Chairman of the Council is Mr. Edward White. Mr. Cyril Cobb is Chairman of the Education Committee.

The Council spends annually about six millions sterling on education—about £5,000,000 on elementary, and £1,000,000 on higher. As the receipts from Government grants amount to less than £1,750,000, an education rate of rs. 9 $\frac{1}{4}$ d. in the pound has to be levied. The local education authority thus bears over 70 per cent. of the cost of education, the National Exchequer bearing less than 30 per cent.

The administrative staff in the Council's education service consists

of about 1,000 officers, including 96 inspectors. For purposes of higher education London is divided into four divisions, a divisional inspector being attached to each. For other purposes of educational administration London is divided into 12 districts, a district inspector being attached to each. With the district inspector is associated a divisional correspondent, who is mainly concerned with the meetings of school managers and local associations of care committees, and a divisional superintendent, who deals with the questions of school attendance, the employment of children, and the assessment of charges for meals and medical treatment.

ELEMENTARY EDUCATION.

As far as the actual management of the schools is concerned, there is, under the Education Acts of 1902 and 1903, a distinction between schools provided by the local education authority and those not so provided; but the same scale of salaries, and in most cases the same regulations, are in force in both types of schools. The schools which were formerly known as voluntary schools are now known as "non-provided" schools, since the buildings are provided by persons other than the local education authority, and the teachers in these schools are appointed by the managers (subject to the consent of the Council being obtained), but are paid out of the rates.

In non-provided schools religious instruction may be and usually is of a denominational character. In the schools provided by the Council the Bible is read, and there are given such explanations and such instruction therefrom in the principles of the Christian religion and of morality as are suited to the capacities of children, provided always that in such explanations and instruction the provisions of the Elementary Education Act, 1870, in sections vii. (relating to the conscience clause) and xiv. (relating to undenominational instruction) are strictly observed, both in letter and spirit, and that no attempt is made in any such schools to attach children to any particular denomination.

In London there are at present 545 provided or L.C.C. schools, with an accommodation for 589,906 children, and an average attendance of 517,482; and 364 non-provided schools, with accommodation for 158,725, and an average attendance of 139,777. In addition there are a few elementary schools which are not in receipt of Government grants and are outside the municipal administration. In a city so large as London there are naturally vast divergencies between the special requirements of the different districts, and the class and type of school varies accordingly.

The age of compulsory attendance at an ordinary elementary school in London is from 5 to 14. Children under 5, but over 3, may be admitted to school; children who are over 14 are allowed to stay on at school until

the close of the school year in which they attain the age of 15, but not beyond. During the past year the average attendance was 90·1 per cent. of the average roll. The 9·9 per cent. absent included scholars absent through illness or other unavoidable causes.

The attendance of children at school is enforced by the aid of personal visits paid to the homes of the children by 348 attendance officers. These officers work in close co-operation with the Council's teachers, and obtain from them, week by week, slips on which the attendances of each child are recorded. Whenever a child's record shows less than the full number of attendances (viz. ten) the case is investigated. All doubtful cases are at once visited and the visits usually produce the desired effect of securing regular attendance. Difficult cases are, however, brought before the local attendance committees, and, if necessary, dealt with by prosecution before a magistrate, who is authorised to impose a fine not exceeding 20s.

On first attending school a child is enrolled in the infants' department, and is drafted at about the age of 7 to the senior department. Senior departments are, as a rule, organised for boys and girls, but there are a certain number of mixed departments. As a rule, a department of a school does not accommodate more than 350 children, but there are some important exceptions. Non-provided schools are generally smaller than L.C.C. schools.

The size of rooms varies considerably, especially in the older schools, but under Article 14 of the Code of the Board of Education, no class may now have more than 60 on the roll. As regards the new schools, the Council has adopted the policy of restricting the accommodation of each classroom in senior departments to 40 and to 48 in infants' departments. The average number of children per class teacher throughout the service has been steadily decreasing of late years, and is now 39·7 for L.C.C. and 34·0 for non-provided schools.

The educational year in London schools has hitherto been from 1st August to 31st July. In 1911 and subsequent years the educational year for elementary schools will begin on 1st April and end on 31st March. One of the reasons which has led the Council to adopt this change is that it is found to be easier for boys and girls to find employment at Easter time than in the later summer. Another reason is that there is a great influx of young children to the schools in the spring and it is therefore convenient that the principal school promotions should take place in April.

In future, head teachers will, as a rule, carry out one other promotion and in some cases two other promotions in their schools during the year.

SUBJECTS OF INSTRUCTION.

The subjects of instruction, in addition to those usually found in public elementary schools, include elementary science, nature study

domestic economy, manual training, physical exercises, organised games, and swimming. In certain cases modern languages are taken, but the teaching of this subject is, as a rule, confined to the higher grade and central schools.

Instruction in domestic economy and handicraft is provided at "centres." A "centre" is a specially constructed building, usually on the site of an elementary school, where instruction is given to pupils of that school and of neighbouring schools. In the case of domestic economy, accommodation for each of the three divisions (cookery, laundry, and housewifery) is, as far as possible, grouped, so that many centres consist of rooms for each of the three subjects, and instruction in the three subjects is, in these cases, made part of one organic whole—domestic economy. The regulations of the Board of Education allow 18 as the maximum number for a class. In the practical lessons girls are required to carry out the work themselves, and they do not work in pairs or groups, but singly. Girls are eligible for admission as soon as they are in "Standard VI." or on reaching the age of 12 years and 9 months, and it is intended that every girl should for two years spend one-half day per week at instruction in domestic economy. The syllabus of instruction varies with the needs of the district and is designed to bring the instruction in each case within the limits of the homes and the incomes of the parents of the children attending the schools. The arrangements for providing domestic economy instruction have recently undergone revision and certain experimental courses are being tried in some districts with a view to ascertaining which method of organising the instruction is best suited to the requirements of London girls.

As regards handicraft, all boys in "Standard VI." are eligible with the exception of those who are under 11 or too small to handle the tools. Boys over 12 but below "Standard VI." are also eligible. Over 90 per cent. of the necessary accommodation has already been provided. In the course of instruction, which follows a set of exercises in wood common to all centres, drawing and bench work are suitably combined. There are a few metal-work centres.

Nature Study occupies an important position in the school curriculum. Its aim is to evoke in the child a sympathetic interest in his natural surroundings. As the direct observation of animals, plants, and rocks in their natural environment is an essential feature of the subject so regarded, London schools are necessarily placed at a considerable disadvantage; but efforts of various kinds have been made to minimise this disadvantage and to encourage the introduction of Nature Study into the London schools. For instance, head teachers are allowed small sums of money for purchasing material to illustrate science and object lessons, and much of this money is devoted to the cultivation of plants

in the schools and playgrounds and the maintenance of small aquaria. Again a scheme has been organised under which surplus leaves, flowers, and cuttings and also growing plants from the Council's parks are sent in boxes to the schools. Although nearly 9,000 boxes, containing about 7½ millions specimens, are despatched to the schools during the year, the demand is considerably in excess of the supply at present available.

The tendency of the last few years has been to diminish the number of examinations imposed on the schools, and to give more freedom to teachers in framing their curricula.

Increasing attention is also now being given in the schools to physical exercises and organised games and also to visits to museums and places of educational interest, school journeys and other subjects tending to improve the physique or stimulate a wider range of interest in the pupils.

CHILDREN'S WELFARE

The school is the focus of much social activity. Play centres, vacation schools and happy evenings are provided by voluntary agencies, and assistance is given by the Council to these agencies under certain conditions.

An Association of Voluntary Workers, known as the Children's Country Holiday Fund Committee, sends into country homes annually about 40,000 of the children attending the elementary schools of London. The holiday extends over a fortnight, and usually falls within the period of the summer holidays granted to the elementary schools. Special arrangements are made by the Council, however, whereby, if so desired, this fortnight's holiday may be taken either immediately before or immediately following the school holidays. The parents of the children are expected to contribute, if possible, towards the cost of the holiday.

Much attention is given in the schools to medical inspection. A system of inspection had already been established before the passing of the Education (Administrative Provisions), Act, 1907. This Act imposed such inspection as a statutory duty upon local authorities, and the system has in consequence been considerably extended, so as to comply with the requirements of the Board of Education. Whenever the children are found to require medical attention, the parents are informed of the fact, and the Council has entered into arrangements with many of the London hospitals and certain associations of local doctors for providing medical treatment for school children who are suffering from ailments of the eyes, ears, nose and throat, and from ringworm. Arrangements for dental treatment have also been made with one hospital and with a Children's Health Centre. The Council is under statutory obligation to make a charge to the parents of any children for whom medical treatment is provided, but this charge may be remitted in necessitous

cases. The work of medical inspection is under the supervision of the Council's medical officer (Education), assisted by a staff of 4 full-time doctors, and 100 quarter-time doctors, together with 89 school nurses. The arrangements for securing the attendance of the children at hospitals are made from the head office. In connection with this work the Council relies upon the active co-operation of the Children's Care (School) Committees to influence the parents to attend to the ailments of their children.

Under the Education (Provision of Meals) Act, 1906, the Council provides meals for those children who are found to be necessitous. Before the passing of this Act a certain number of meals were provided for school children by voluntary agencies. Since the Act came into force, however, it has been found impossible to provide sufficient meals from voluntary sources, and the Council now spends a total of about £90,000 a year in the provision of meals. The maximum number of children fed in any one week during the session 1909-10 was about 55,000. The number is considerably less during the spring, summer and autumn. Children who appear to the teacher to be necessitous are provided with meals as a matter of urgency, but careful enquiry is made into the home circumstances of the children before they are placed permanently on the list for the receipt of free meals. These enquiries are conducted by the Children's Care (School) Committees, one of which has been formed in connection with each school. These care committees are also required to keep a general supervision over the welfare of the children in the schools to which they are attached.

The names of those children in attendance at the schools who are not provided with boots or are insufficiently clothed are included in the list of "necessitous" children submitted to the Children's Care School Committees. The Committees, if satisfied as to the circumstances of the parents, endeavour to arrange for the provision of boots or clothing, either from articles supplied by charitable persons to the schools or from funds supplied locally. The Ragged School Union supplies boots to the Children's Care School Committees at half price.

The question of finding employment for children when they leave school is now receiving increasing attention. A committee known as the London Juvenile Advisory Committee has been established with a view of securing co-operation between the schools and the Juvenile Labour Exchanges. Local juvenile advisory committees have also been established in several areas. The principal part of the work, however, of guiding children into suitable employment has hitherto devolved upon the head teachers and the school care committees, who have devoted a large amount of attention to this important matter.

SUPPLY OF BOOKS, APPARATUS AND STATIONERY.

The books, apparatus, and stationery required for use in the schools and institutions of the Council are supplied from a central store in Clerkenwell. At fixed times requisitions are made by the principals or headmasters or mistresses for the books and materials required for the ensuing term. These requisitions are considered in connection with a graded scale of limits, the amount varying according to the percentage of children in the higher classes.

Requisition lists of suitable books, apparatus, and materials are issued and teachers have a free choice in their selection from these lists. In exceptional circumstances applications for books and materials not included in the approved requisition lists are considered by the Committee concerned. Separate requisition lists are issued for—(a) senior departments of day schools, (b) infants' departments, (c) special schools, (d) evening schools, (e) school lending libraries, (f) prizes for day schools, (g) prizes for evening schools, (h) science apparatus and material, and (i) casts, photographs and lithographs. Of these, (d) is supplementary to (a), and (g) to (f), while (h) and (i) are applicable to all schools where science and art are taught in special rooms provided for the purpose. There are also lists of science apparatus and material, and of framed pictures. The question of the formation of a separate list for teachers' reference libraries is at present under consideration. Every endeavour is made to bring the lists up to the most modern requirements, and to classify them systematically so as to make them a valuable educational guide to teachers. All new books, editions, and specimens submitted by publishers, or otherwise brought to the notice of the Committee, are fully considered, and account is taken of new movements and tendencies in the teaching of the various subjects of the school curriculum. Thus, in recent revisions of the English reading-books, many old-fashioned graded series have been removed (though the best have been retained), while large additions have been made to the "continuous readers," consisting of standard literary works. Similarly, in modern languages and in arithmetic, the recent additions include a number of books illustrating the new methods in the teaching of these subjects. In placing books upon the list the Council takes into account not only their literary merits, but their suitability in respect of type, illustrations and general *format*. A room is set apart at the Education Offices for the exhibition of specimens of approved books and apparatus. These are open to the inspection of teachers and others interested in educational matters. A special library has also been formed at the Education Offices in order to assist in making educational books and publications available for members, officers and teachers.

CENTRAL SCHOOLS.

In addition to the ordinary elementary schools which supply the normal type of education, the Council has recently organised a certain number of central schools, with a view of providing for those boys and girls who are able to stay at school till over 15 an education which, while being general, will have a commercial or industrial bias. It is proposed that there should be about 60 departments organised on this basis and that they should, as far as practicable, be distributed uniformly throughout London. The pupils are to be selected from the ordinary schools when between the ages of 11 and 12 and they are to be chosen partly on the results of the competition for Junior County Scholarships and partly on the results of interviews with the head teachers and managers. A limited number of bursaries tenable from the age of 14 to the age of about 15½ are to be awarded to those pupils who need financial assistance to enable them to stay at school beyond 14.

These schools have taken the place of the higher grade and higher elementary schools which were established by the late authority. They are distinguished from the ordinary elementary schools by the fact that the pupils will be selected and will go through a complete 4 years' course with a special curriculum. They are distinguished from the secondary schools by the fact that they will be public elementary schools providing free education and that the curriculum will be framed with a view to enabling pupils leaving at the age of 15½ to be in a better position to earn their living.

The total number of central schools that have been organised up to the present is 39. Of these 13 have an industrial bias, 13 a commercial bias, and 13 both an industrial and commercial bias.

OPEN-AIR SCHOOLS AND PLAYGROUND CLASSES.

The Council has for the past few years conducted a few open-air schools in different districts of London. The following schools will be continued next session:—Birley House, Forest Hill, S.E., and Shrewsbury House, Shooter's Hill. Birley House contains about 75 pupils (boys and girls) selected by the Council's Medical Officer from those children in neighbouring schools who appeared to be likely to derive benefit from the open-air treatment. A staff of head and 3 assistants is allowed to this school, and there are in addition a nurse, cook, cook's assistant and schoolkeeper. Shrewsbury House contains 100 pupils and has 4 assistant teachers and an extra cook's assistant. The school hours are from 9 a.m. to 6 p.m. (1 p.m. on Saturdays), and the pupils receive at the schools three meals a day. The physical condition of the scholars is kept under regular observation, and the results are carefully recorded. The teaching methods employed are in several respects different from those adopted in ordinary elementary schools, the open-air life rendering

such modifications both possible and desirable. Each school is under the direct observation of a specially chosen body of local managers who interest themselves in the progress of the pupils and the general arrangements of the institution. The schools are not kept open during the winter months. The reports upon the improvement that has taken place in the health of the children during the time when they are in attendance are very satisfactory.

The number of open-air schools is always likely to be quite limited in London, partly owing to the difficulty of securing sites and partly owing to the expense of maintenance. The Council has, therefore, recently devoted considerable attention to the organisation of playground classes in ordinary schools. These classes have proved to be extremely satisfactory, and during the year 1911 it is probable that as many as 50 classes will be at work, mostly in the poorest and most crowded districts of London.

THE TEACHING STAFF.

The teaching staff for all kinds of schools numbers about 20,000. In the elementary schools of London there are about 16,460 permanent certificated teachers, of whom about 5,260 are men and about 11,200 are women. Of these about 13,200 (4,600 men and 8,600 women) have been trained, *i.e.*, have been through a course at a training college. There are some 700 teachers in non-provided schools who are not certificated.

The salaries are:—Ordinary Elementary Schools—head masters, £150 to £400, head mistresses, £125 to £300, according to size of school; assistant masters, fully certificated, rise from £100 to £200, and assistant mistresses from £90 to £150. Central Schools—head masters, £200 rising by increments of £10 to £400, head mistresses, £150 rising by increments of £8 to £300 according to size of school; assistants, if required to produce special qualifications for teaching the subjects in the school course, receive £10 a year above the salary paid in ordinary schools, but with the same maxima. Teachers in schools situated in difficult neighbourhoods receive a special allowance of £7 10s. a year.

The salaries bill for teachers in elementary schools alone amounts to about £2,550,000 per annum. In the Council's own elementary schools there is one assistant teacher for every 45·7 children. Every decimal point by which this average is reduced means an increased annual expenditure of between £3,000 and £4,000. In order to meet the new demands of the Council's elementary school service and to replace teachers who leave the service through death, disablement or other causes the Council has hitherto formed each year a list of specially selected students who will be leaving training colleges in the summer. This list is known as "The List of First Appointments." The number to be placed on this list

is limited to 300, and as there is great competition to obtain a place on the list, the Council is able to select the best teachers for its service. During the currency of this list appointments may be filled by transfer of teachers from other schools or on the unattached staff. This staff is composed of persons who are in the permanent service but who are not at the moment attached to any particular school. It is only after the list in question has become exhausted that vacancies in the Council's schools have hitherto been thrown open to all candidates.

On the average, a teacher spends $17\frac{1}{4}$ years in the service before being promoted to a head teachership. Some 80 head teacherships fall vacant every year and appointments to the posts are made almost without exception from within the service. Candidates for head teacherships, if within the service, must first be placed on the promotion list.

The promotion list is formed by the Committee after the fullest consultation with the managers and inspectors and after several hundred of the best qualified applicants have been interviewed by members of the Teaching Staff Sub-Committee and the principal officers. Men candidates for the promotion list must have had 10 years' experience in London schools, and women candidates 8. The promotion list continues in force for two years; at the end of that time a fresh list is formed.

It is, no doubt, inevitable that, amongst so large a staff of teachers, cases of inefficiency and of irregular conduct should occasionally arise; instances, for example, of proved professional incompetency or of such breaches of discipline as the infliction of some unauthorised form of punishment, or matters even more serious in character. Cases of this kind are, happily, rare in proportion to the number of teachers in the service. To secure the utmost fairness in the treatment of such cases, careful provision is made in the regulations of the Council for the thorough investigation of any charge against a teacher—by the managers of the school in the first instance, and, if necessary, by the Teaching Staff Sub-Committee of the Education Committee and by the Education Committee itself successively. At every stage of the investigations the teacher concerned has the right to present his case, both orally and in writing, to produce witnesses on his behalf, and to cross-examine the witnesses on the other side. In any serious case which comes before the Teaching Staff Sub-Committee the teacher may be accompanied and assisted by a "friend," who is usually a colleague or a lawyer. In a grave case, if the teacher is in the direct employment of the Council, he has the right of appealing to the Council against the decision of the Education Committee. These regulations apply to teachers, lecturers and instructors in all the educational institutions maintained by the Council.

There is another aspect of a large teaching staff deserving of mention, viz., the use to which the expert knowledge of such a staff can be put by a local authority whose educational task is one of great magnitude. In connection with the establishment of the new Junior County Scholarship scheme in 1905, local scholarship committees, both of head masters and head mistresses, were organised in each electoral area, the committees including the head masters and head mistresses of all public elementary and public secondary schools within the electoral area. These committees were found of great use in making suggestions with regard to the conduct of the examination. They were also utilised for the purpose of discussing questions connected with the transference of children in the upper standards of ordinary elementary schools to the schools known as the higher grade or higher elementary. So useful did these committees appear that the Council decided to extend their sphere of operations and to utilise them for obtaining information and suggestions on various topics from those who were most closely in touch with the needs and requirements of the schools. Permanent committees were therefore established in each electoral area under the name of "Local Consultative Committees" of head masters and head mistresses. Each committee selects annually a chairman and an honorary secretary, and each local committee is summoned from time to time to discuss questions on which it is desired to obtain the suggestions of head teachers. The Chairmen of these "Local Consultative Committees" form the two "Central Consultative Committees" (head masters and head mistresses). The meetings of the Central Consultative Committees are summoned by the Education Officer, and are held once a quarter at the County Hall. They follow after the meetings of the Local Committees, and serve to focus the resolutions passed at the local meetings. By means of these Committees the Council is enabled to obtain the opinions of the teachers on various educational subjects which come before it for consideration.

In addition to this regular machinery for utilising the experience of teachers it has been found advisable from time to time to form conferences and committees of teachers to deal with special subjects or with such subjects as could not be submitted to large bodies until they had first been thoroughly threshed out by a smaller committee. Amongst these may be mentioned the following Conferences:—(1) On Co-operation between Public Libraries and Public Elementary Schools, (2) on the Teaching of English, (3) on the Teaching of Arithmetic, (4) on the Teaching of Geography, (5) on the Teaching of History. Conferences have also been held on Museum Specimens, on Drawing, on Manual Training, on Needlework, on Visits to Places of Educational Interest and the Curriculum of Training Colleges.

As a rule, the Conferences have been composed of elementary school

teachers, members of the staff of secondary schools and training colleges, inspectors, and experts in the subject under consideration. For example, at the Conference on Co-operation between Public Libraries and Schools six public librarians gave their services and their experience proved very valuable to the Conference in dealing with the compilation of a list of books suitable for school libraries. The Conference on Arithmetic, in addition to teachers of all classes, included mathematicians of the highest standing, who were not necessarily engaged in teaching. The Conference on English contained the names of men and women who were well known in the literary world; the Conference on Geography included some of the ablest and best known geographers in England, and the Conference on Drawing included members of the Royal Academy. Reports have already been issued by some of the Conferences. The report on the Teaching of English attracted considerable attention when it was published.

In addition to these conferences which meet to consider special subjects an annual conference of teachers is organised by the Council in January of each year for the purpose of bringing before teachers subjects of special interest. Papers on various educational subjects are read by representative members of the teaching profession or others connected with educational work, and each paper is followed by a discussion. The conference extends over three days and is largely attended by London teachers. The proceedings are published each year and circulated widely among teachers and others.

SUPERANNUATION OF TEACHERS.

The new scheme of superannuation inaugurated by the Council for teachers in the London service, which came into operation on 1st April, 1911, provides a supplemental pension, partly to be paid for by the teachers and partly by the Council, for those teachers eligible to contribute to the Government Deferred Annuity Fund. This pension, together with that receivable from the Government Fund, will amount approximately to an allowance at the rate of one-sixtieth of the average annual amount on which the teacher shall have contributed to the fund for each year of contribution up to a maximum of forty-sixtieths. A portion of each teacher's salary is regarded as the basis of the Government pension scheme, and on the basis of the remaining portion the teacher contributes to a complementary scheme at rates varying according to the sex and the age of the teacher. To the fund thus formed the Council contributes sums equal to 3 per cent. of the total of the salaries on which contributions are paid, and guarantees interest at the rate of $3\frac{1}{2}$ per cent. on the fund, and also the solvency of the fund. In the event of a contributor dying while in the service, retiring through ill-health without having contributed for 10 years,

leaving the service owing to alterations or reductions in the staff, or being a woman, leaves the service to be married, an amount equal to the total of his or her contributions, together with compound interest at 3 per cent., is paid. Further, in the event of a pensioner dying or his superannuation allowance being otherwise discontinued (except by reason of his returning to the service), the amount, if any, by which his contributions with compound interest at 3 per cent., up to the date of retirement, exceed the pension payments already made is paid to him or his representative. Certain permanent full-time teachers in the Council's service, who are not eligible to contribute to the Deferred Annuity Fund contribute to the fund established by the general scheme, but their rates of contribution are based on the whole of their salary, and are somewhat less than those payable by teachers on the supplementary basis. The ultimate advantages derivable from the scheme by the two categories of teachers is approximately the same. Teachers appointed since the London County Council became the local education authority and before the new scheme came into operation (i.e., between 1st May, 1904, and 1st April, 1911) have been afforded the option of contributing as from the date of joining the Council's service. As regards teachers who were in the service of the late authority, those who were not over 55 years on 1st May, 1904, are being allowed to contribute from that date, while those over 55 years on the 1st May, 1904 are being permitted to contribute from the date of attaining the age of 55 years. Payment of the back contributions thus accruing, if amounting to more than £5, may be spread over a period of 5, 10 or 15 years, by equal monthly or quarterly installments of principal and interest ($3\frac{1}{2}$ per cent.) combined.

THE SCHOOLS FOR DEFECTIVE CHILDREN.

The London County Council makes special arrangements for the education of afflicted and sub-normal children.

(a) Schools for the Blind and Deaf.

With regard to the blind and deaf there is a special Act of Parliament which requires a school authority to provide instruction up to the age of 16 and, if necessary, to maintain these children in schools or institutions. The education is free, but a charge for maintenance is made to the parents according to their means.

There are, it is estimated, 365 blind and 666 deaf children of the elementary school class in London between the ages of 5 and 16. In a few instances the Council sends blind and deaf children to schools or institutions not under its own control. This is principally done in the case of Jewish or Roman Catholic pupils, or those children who are specially recommended for country or seaside institutions. The Council provides

The total number of the children in its own schools is follows:—
4 day schools for the blind, 7 day schools for the deaf, 1 residential
and day blind school, and 3 residential and 5 day deaf schools, having
a total accommodation of 375, for the blind and 350 for the deaf.

Between the ages of 3 and 12 blind or deaf children attend
mixed day schools, where the classes for the blind are organised in
12 groups and those for the deaf in 10 groups. A few blind or
deaf children who live too far away from the schools to attend
in day groups, or whose home circumstances are undesirable, are
boarded out by the Council with foster-parents in the neighbour-
hood of the schools. The instruction in the blind schools is given
by means of Braille writing and reading, and the instruction in
the deaf schools, except in the case of the defective deaf at the
Institution School, is on the oral system. The defective deaf,
although they are encouraged to learn to speak, are also taught
by means of finger alphabet, writing and simple signs. The elder pupils
—those from 12 to 16—are taught in schools which are partly day and
partly residential; the children who can conveniently attend from their
own homes, and who have suitable homes, are day pupils, while those
who come from a distance or from unsuitable homes are residential
pupils. The instruction of the elder children, both blind and deaf,
includes a large amount of manual work.

The manual and industrial teaching provided for these elder children
has a strong trade bias, and it is found that many of them on leaving school
are able to obtain employment at the trades which they have been taught
in the schools. Separate classes are also being conducted as an experi-
ment for children suffering from high myopia and for partially deaf
children respectively. The myopic children attend the adjoining
ordinary elementary school for instruction in certain subjects, the partially
deaf children join the children of the ordinary school in the playground
during recreation, and are encouraged to mix with the normal children
rather than with the deaf. The gross annual average cost per head of
children in the day schools for the blind and deaf for 1909-10, including
the cost of the children boarded out, was £22 18s. 11d. and £23 11s.
11d. respectively, while the corresponding figures for the residential
schools were £53 15s. 7d. and £47 11s. 6d. The Government grant
of £3 3s. per child is divided into two parts, namely, £3 3s. for literary
instruction and £2 2s. for manual instruction.

(b) Schools for the Mentally and Physically Defective.

The Council has also provided separate schools for both mentally
defective and physically defective children. The schools are authorised
by Act of Parliament, but the Local Education Authority is not compelled
to make this special provision. There are under instruction about

6,889 mentally defective children, who are provided for in 91 day special schools, and about 2,706 physically defective and invalid children accommodated in 37 day special schools. The number of children taught by each teacher averages about 20.

Children are admitted to these schools on being medically certified as not imbecile on the one hand nor merely dull or backward on the other. In the words of the Act, they must be certified as being, "by reason of mental or physical defect, incapable of receiving proper benefit from the instruction in the ordinary public elementary schools, but not incapable, by reason of such defect, of receiving benefit from the instruction in special schools." The school curriculum is an adaptation of that in the ordinary elementary schools with a much larger proportion of manual work, nearly half the time being given to manual occupations. Art classes are carried on by special art teachers in the schools for physically defective children, and some of the pupils have proved very successful at this work.

Separate schools have been provided in 12 cases for elder mentally defective boys, where, in addition to the ordinary subjects of instruction, handicraft (woodwork and metalwork), shoemaking and tailoring are also taught. The Council has a home for mentally defective boys which is also certified under the Children Act, and to this school are sent some 32 of the most difficult cases. Three of the schools for physically defective children are carried on in hospitals for children, the Council providing the apparatus and teachers. Two separate schools have been provided for elder physically defective girls, in which, in addition to the ordinary subjects, trade needlework is taught with a view to providing the children with a means of livelihood on leaving school. The Council has recently opened, as an experiment, a school for tuberculous children, in premises in Harrow-road provided by the Paddington Dispensary for the Prevention of Consumption.

The Council deals specially with a few mentally defective children who on account of moral difficulties are found to be unfit for mixed schools, or who require custodial care. Twenty-seven such children have so far been sent by the Council to the Sandwell Hall Institution for the Mentally Defective, near Birmingham, established especially for such cases.

A voluntary committee arranges for the supply of meals in schools for the physically defective, but the general care of the children in these schools is undertaken by the managers. In the cases of schools for the blind, deaf and mentally defective, children's care (school) committees have been constituted under the Education (Provision of Meals) Act, 1906, as in the case of the ordinary elementary schools. Two voluntary committees, formed specially for the Council's special schools, undertake the after-care of children leaving these schools.

The Council has an arrangement with the authorities of the Heritage School of Arts and Crafts, Chailey, Sussex, for the reception of 24 physically defective children. The children sent to this school by the Council are selected from day schools for the physically defective, and are such as are suffering from an ailment which is not likely to improve unless they are removed from their present surroundings, and who show sufficient evidence of skill to be likely to profit by the teaching at Chailey.

Arrangements have also been made with the Chalfont, Lingfield, and Much Hadham epileptic colonies for the reception of London cases, and altogether 75 of the Council's children have passed through these institutions.

Public opinion has been much exercised regarding the education of mentally defective children; and important changes may follow the report of the Royal Commission on the Care and Control of the Feeble Minded, which was issued in July, 1908.

INDUSTRIAL SCHOOLS.

Industrial schools are intended for the reception of children under 14 years of age who by reason of their surroundings or of personal moral weakness are in danger of falling into crime. They are distinctly preventive, and not punitive in their character. The schools were formerly established under an Act passed in 1866, which described them as being schools "in which industrial training is provided and in which children are lodged, clothed and fed as well as taught." The present power to maintain such schools is given by the Children Act, 1908. Children must be committed by a magistrate and may be retained until they reach the age of 16 years, after which time the managers have powers of supervision for a further period of two years, with power of recall if necessary, except when children are committed for non-compliance with an order to attend an elementary school. Children are, however, usually licensed out at about the age of 15 years.

The Council has 8 institutions of its own, 7 residential industrial schools (including one in which places are reserved for truants) and 1 day industrial school. It also has contracts with about 60 industrial schools throughout the country to which it sends children. The total number of London cases dealt with since 1871 is 40,867, and the approximate yearly number sent during recent years has been 1,200.

The parents are required to contribute when possible towards the cost of maintenance.

The routine consists of schoolroom work and industrial occupation in equal proportions. Physical training and swimming receive considerable attention. The trades usually taught in boys' schools are tailoring, shoemaking, carpentry, farming, gardening, band-playing and in some

cases other trades such as printing, smithing, etc. A few of the institutions are either training ships or shore schools of a similar character, with facilities for boating and instruction in navigation.

On leaving the schools boys are usually placed in an occupation or trade for which they have been trained. A large number go to Army Bands and many others to skilled trades or farm service. Girls are trained in all branches of domestic work, and on leaving are usually placed in good situations as servants. Boys and girls are also sent out to Canada under the care of one of the recognised emigration societies, which places them in situations and supervises them until they reach the age of 18. The after-careers of industrial school children are in the great majority of cases satisfactory, and in some instances these children do exceptionally well, attaining such positions as Army Band-masters, officers in the Mercantile Marine, farmers, managers of shops, skilled mechanics, etc. Out of 2,094 cases discharged during the three years ended 1908, 1,849 are known to be doing well in permanent employment.

Owing to the diminution in the number of cases of truancy, it is now only necessary to provide accommodation in one school for about 100 boys of this class. Boys are committed until they reach the age of 14, but after a short period of detention they are given a licence, and so long as they attend a day school regularly no further action is taken; but if they fail to do this they are taken back to the truant school for a further period.

Day industrial schools are schools in which the children are fed, taught and trained, but are not clothed or provided with lodging; they attend from 8 a.m. to 6 p.m. daily, except Sunday, and during this time the routine is similar to that of the residential industrial schools. Children cannot be retained at the day industrial schools after 14, and when children attain that age no difficulty is experienced in getting situations for them.

REFORMATORY SCHOOLS.

These schools are intended for the reception of young persons up to the age of 16 years, who, having been convicted, are committed to them in lieu of being sent to prison.

The Council has no reformatory school of its own, but it has agreements with 24 schools for the reception of young persons committed from Courts in London, and there are now 541 such cases, viz., 483 boys and 58 girls, in these schools.

PLACES OF DETENTION.

Under the provisions of the Children Act, 1908, three buildings, accommodating in all about 150 (formerly known as remand homes

but now called places of detention), have been transferred from the Metropolitan Asylums Board to the Council. Children on remand, or whose cases await a hearing, are admitted to these institutions and receive board, lodging and suitable clothing ; they are also given instruction of an elementary character.

SECONDARY EDUCATION.

SECONDARY SCHOOLS.

In order to be recognised as a secondary school by the Board of Education a school must offer to each of its pupils a progressive course of general education (with the requisite organisation, curriculum, teaching staff and equipment) of a kind and amount suitable for pupils of an age-range at least as wide as from 12-17. Provision made for pupils below the age of 12 must be similarly suitable, and in proper relation to the work done in the main portion of the school.

In 1904, when the London County Council assumed its powers with regard to higher education, there were 88 public* secondary schools in London, providing accommodation for about 30,000 pupils. These schools varied greatly as regards origin, aim, constitution of governing body, and scale of fees charged. A considerable number of them were endowed schools of established reputation, supported entirely by income from endowment and fees. Of these, the St. Paul's School, founded by Dean Colet in 1512, may be taken as an example. This school and some other schools founded at a later date, among which some of the most important are those of the Girls' Public Day School Trust, may be described as first grade schools. Their curriculum is designed so as to meet the requirements of a certain proportion of pupils who will remain at school to the age of 18, and of whom a certain number will continue their education at one of the Universities. The Girls' Public Day School Trust, which was inaugurated in 1872, has for nearly 40 years taken an important part in providing in London and the provinces a scheme of first grade education for girls.

A considerable number of second grade schools have also been established from time to time in London with the aid of charitable endowments. These second grade schools were intended for pupils whose school life would not as a rule be extended beyond the age of 16.

Since 1904 the Council has found it necessary to supplement the provision of secondary education by organising 20 secondary schools under its own management. These County Secondary schools provide accommodation for about 6,000 pupils.

* By a public secondary school is here meant one which is not conducted for private profit.

Since the passing of the Education Act of 1902, the provision and co-ordination of secondary education has become one of the duties of the local education authorities. Considerable development has, in consequence, taken place and the distinction of "grades" between the various types of schools has tended to become less marked.

There is, however, still a considerable variety in the types of secondary schools. This is shown by the differences in the fees, which vary from about £30 to about £3 a year.

For many years since the passing of the Technical Instruction Acts, the Council has made annual grants to more than 40* of the secondary schools in London. These schools are visited from time to time by the Council's Inspectors, who report where improvement appears to be required. One of the objects which the Council has had in view in making grants is the improvement of the teaching staff by means of the offer of adequate salaries, realising that the efficiency of the school depends on the efficiency of the staff and that capable teachers can only be attracted by adequate remuneration. Grants have also been made for the proper provision of accommodation for science, art, and manual work, and for teachers' and pupils' libraries. The grants towards the enlargement of the buildings have been considerable.

The total public secondary school accommodation in London at the present time is approximately 16,000 for boys and 19,000 for girls, a total of about 35,000 or about 7·4 per thousand of the population.

The Council has introduced a scale of salaries applicable to secondary schools maintained or aided by the Council. Head masters receive salaries varying from £400 to £800 a year, and head mistresses salaries varying from £300 to £600 a year, according to the size of the schools. Assistant masters commence at a minimum of £150 and rise by increments of £10 to £300 and in some cases £350; assistant mistresses commence at a minimum of £120 and rise by increments of £10 to £220 and in some cases £250.†

THE SCHOLARSHIP SCHEME.

In addition to the numerous scholarships and exhibitions which are awarded under schemes regulating the administration of many educational charities and foundations, a comprehensive system of scholarships has been established by the London County Council. These scholarships may be divided into three classes: the county scholarships, the technical and trade scholarships, and scholarships for students intending to become teachers.

The county scholarships provide a complete scheme by which a boy or girl may proceed from the public elementary school at the age of 11

* For the educational year 1910-11 there were 42 secondary schools receiving annual grants from the Council.

† A lower scale is in force for assistants who do not possess a University degree.

to the highest grades of education at a University, technical college, or other institution providing advanced training.

Every boy and girl in the elementary schools in London who has reached a certain standard by the age of 11 is required to sit for an examination in English and Arithmetic. On the result of this examination combined with the reports from the schools, about 1,700 *junior* county scholarships are awarded each year. These scholarships, which are also open (under a condition as to income) to children who are not in attendance at elementary schools, are tenable at almost any secondary school in London for 3 years in the first instance and are renewable for a further period of 2 years if the scholar is reported to be capable of profiting by further education, i.e., they are held as a rule till the scholars attain the age of 16. (Boys and girls who do not succeed in obtaining junior county scholarships at the age of 11 have an opportunity of entering for supplementary junior county scholarships at the age of 13.) At the age of 16 some of the scholars will leave school for industrial or business pursuits; others will be recommended for bursaries, which will enable them to continue at secondary schools for another year with a view to entering the teaching profession; others will obtain *intermediate* county scholarships which will enable them to continue their education at school until the age of 18 or 19. About 300 of these intermediate county scholarships are offered for competition each year. They may be competed for both by junior county scholars and by other pupils in secondary schools, whose parents' incomes do not exceed a certain limit. On attaining the age of 18 intermediate scholars or other eligible pupils in secondary schools may apply for *senior* county scholarships enabling them to proceed to a university or a technical college and go through a three years' or in some cases four years' course of advanced study.

The scholarships for the preliminary education of teachers consist mainly of bursaries followed by student teacherships. Each of these awards is tenable for one year. During the tenure of the bursary the scholar continues his education at the secondary school. During the year of the student teachership he is engaged for the greater part of his time in receiving training in the art of teaching in a public elementary school, and at the end of the year he enters a training college. The bursar and student teacher system has now practically superseded the old pupil teacher system. The Council has decided to discontinue the award of pupil teacherships after 1911.

The technical and trade scholarships consist partly of day scholarships which are of sufficient value to enable a student to devote his whole time to study and partly of evening exhibitions to assist those who are employed in the daytime to continue their studies in the evening. Special attention has been given recently to the establishment

of trade scholarships to enable boys and girls of about 14 years of age to qualify themselves for some particular trade or occupation. Among the occupations provided for are Book-Production, Building, Cookery, Engineering, Furniture and Cabinet Making, Silversmithing, Wood-work, Woodcarving, Corset-making, Dressmaking, Laundrywork, Millinery, Photography, Upholstery, Ladies' Tailoring and Waistcoat Making.

The scholarships awarded by the Council provide the holders, as a rule, with certain maintenance grants as well as with free education.

There are also a certain number of scholarships awarded to girls of about 14 years of age, tenable at domestic economy schools, at polytechnics and technical institutes. These awards are primarily intended to train girls as "home makers."

THE TRAINING OF TEACHERS.

Those certificated teachers who are trained (amounting in London to 13,000 out of a total of 16,500) have been through a course generally of two years' duration at a recognised training college. The majority of the training colleges in the United Kingdom have been established by independent organisations, in most cases by religious bodies, but there are a considerable number of day training colleges attached to the Universities, and since the passing of the Act of 1902 local education authorities have had the power to establish colleges of their own. The London County Council was the first local authority to avail itself of this power and it has now seven training colleges of its own, viz.:

The London Day Training College, Southampton-row, W.C.
(for men and women)—providing a three-year course.

The Avery Hill Training College, Eltham (for women). Day and residential.

The Islington Day Training College, Offord-road, Barnsbury, N.
(for men).

The Clapham Day Training College, Cedars-road, Clapham,
S.W. (for women).

The Fulham Day Training College, Finlay-street, Fulham,
S.W. (for women).

The Graystoke-place Day Training College, Fetter-lane, E.C.
(for women).

The Moorfields Day Training College, White-street, Moorfields,
E.C. (for women).

The four last-named colleges are at present in temporary premises, and it is intended that they should be replaced as soon as possible by three permanent colleges.

The Council also has the right to nominate a certain number of

students a year for admission to the Goldsmiths' College, New Cross, for men and women ; but this arrangement will be discontinued after 1911.

The majority of the students who attend training colleges take a course extending over two years, during which time they continue their general studies and also receive instruction in the theory and practice of education, devoting a certain number of weeks to obtaining experience of teaching in the elementary schools under the supervision of the college staff. The students of the London Day Training College, which has been recognised as a " School of the University," devote three years to the course. During the first two years they give most of their time to preparation for the London degree of B.A. or B.Sc., and they spend the third year mainly in professional studies. At the conclusion of the college courses certificates are awarded by the Board of Education.

CLASSES AND LECTURES FOR TEACHERS.

The Council, having in mind that a teacher to be successful must continue to be a student, makes considerable provision for classes and lectures for teachers engaged in public elementary and secondary schools in London. The permanently organised classes for teachers may be divided into three main groups—(1) classes intended to improve the teacher's efficiency in regard to certain special subjects of the school curriculum, such as Drawing, Science, Singing, Infant Work and Drill; (2) lectures and demonstrations at public galleries or museums with the object of enabling teachers who take their classes to these galleries to make the visits more beneficial and more interesting to their pupils ; and (3) University Classes which have been established with a view to bringing the teachers into contact with original workers in various branches of learning. During the session 1910-11 9,213 teachers were enrolled in classes coming under the first category, and 650 in classes coming under the second category. The classes in the third category are organised by the University of London at such schools of the University as the University College, King's College, King's College for Women, Bedford College, and the London School of Economics and Political Science. The subject matter of the lectures covers a very wide range, including such different subjects as Modern Languages and Literature, History, Science, Mathematics and Domestic Science. The number of teachers who enrolled themselves at these lectures in 1910-11 was 2,762.

The total number of entries to the classes and lectures for teachers during the session 1910-11 was 12,625.

In addition to the above classes, which may be considered as forming part of the permanent educational system of London, the Council has established classes for assisting unqualified teachers in non-provided

schools in London to obtain some recognised qualification. These classes may be regarded as a temporary expedient rendered necessary by the situation created by the Education Act of 1902. As all teachers now appointed to the London service must possess the Teachers' Certificate, the need for the classes will gradually disappear.

UNIVERSITY EDUCATION.

University Education in London has undergone considerable development since the University of London was re-organised in 1900. Up to that time the University had been an examining body only and the various institutions which provided instruction of University rank were not organically connected with it. Since 1900 effect has been given to the University of London Act (1898), the University has become a teaching as well as an examining body, and the institutions of University rank have become closely associated with it. In three cases (University College, King's College and King's College for Women) the institutions have been incorporated in the University. In other cases the institutions are carried on in connection with the University and are called "Schools of the University."

The University is also responsible for the organisation of courses of University Extension Lectures and undertakes the examination of Secondary Schools.

The following is a list of the Incorporated Institutions and the "Schools of the University."

Incorporated in the University.

University College, Gower Street, W.C.

King's College, Strand, W.C.

King's College for Women, Kensington Square, W.

Conducted as "Schools of the University."

The Imperial College of Science and Technology, South Kensington, including as integral parts the institutions hitherto known as the Royal College of Science, the Royal School of Mines and the Central Technical College.

Bedford College, York Place, Baker Street, W. (for women only).

London School of Economics and Political Science, Clare Market, Kingsway, W.C.

Westfield College, Kidderpore Avenue, Hampstead, N.W. (for women only).

East London College, Mile End Road, E.

The Royal Holloway College, Englefield Green (for women only).

The South Eastern Agricultural College, Wye.

The London Day Training College, Southampton-row, W.C.

Five Theological Colleges.

Ten Medical Schools attached to Hospitals.

In addition to the institutions named above, there are 16 other institutions (including 8 of the London polytechnics) at which some of the teachers are recognised as teachers of the University, the students who attend approved courses under these teachers being recognised as "internal students."

The University of London is under the management of a Senate, which is composed of the Chancellor, the Vice-Chancellor, the Chairman of Convocation, and 54 other members who are nominated or appointed in accordance with statute. The Earl of Rosebery is the present Chancellor, Prof. M. J. M. Hill Vice-Chancellor, and Sir Edward Busk Chairman of Convocation. The Principal of the University is Dr. Henry Alexander Miers. The University offices and a Research Laboratory in Physiology occupy a part of the buildings formerly assigned to the Imperial Institute in Exhibition Road, S.W.

The London County Council works in close connection with the University, and makes considerable annual grants both to the University itself and also to the constituent Schools of the University, including the Imperial College of Technology. During the year 1909-10 building and equipment grants were voted by the Council to three of the Schools of the University, viz., Bedford College, University College and the London School of Economics and Political Science.

The whole question of the organisation of University education in London is at the present time under the consideration of a Royal Commission which was appointed in February, 1909, and which has not yet issued its report.

TECHNICAL AND EVENING SCHOOL EDUCATION.

POLYTECHNICS AND TECHNICAL INSTITUTES.

Higher professional instruction is provided at the Imperial College of Science and Technology, at University College and King's College, and other institutions of University rank. In addition, a large share of the work of technical instruction, especially of students who are engaged in some branch of industrial employment during the day, is carried on in polytechnics and technical institutes. These institutions may be divided into three categories :—

- (1) Those aided by the London County Council.
- (2) Those maintained by the London County Council.
- (3) Those receiving no aid from the London County Council.

The institutions vary greatly in size. Thus, the Regent Street Polytechnic has over 10,000 students and receives grants from the Council amounting to over £10,000 a year, while one or two of the institutions have less than 100 students and receive correspondingly small grants from the Council.

The institutions aided by the Council have on their books the names of over 35,000 students and they receive annually from the Council building, equipment and maintenance grants, amounting to about £110,000. Apart from the financial assistance given by the Council, their income is made up of Board of Education grants, endowments, grants from the City Parochial Foundation, students' fees and voluntary subscriptions. Included in this division there are ten polytechnics, the Goldsmiths' College (Art School and Evening classes), a number of Art Schools, "Monotechnic" institutions, such as the St. Bride Foundation Institute Printing School and the Leathersellers' Company's Technical College, and a group of institutions such as the Working Men's College and the Morley College, which deal largely with the humanities. Each institution has a governing body on which the Council is represented.

The institutions maintained by the Council are 17 in number. They cost annually about £81,000, and deal with nearly 12,000 students. The difference between this expenditure and the receipts from Government grants and fees is made good from the rates. The most important of these schools are the Central and Camberwell Schools of Arts and Crafts, which provide instruction in a great variety of artistic crafts; the Paddington Technical Institute, of which the chief work is in connection with the Engineering and Building Trades; the Hackney Institute, which deals with engineering subjects and has also an art school, a music department, a science department and building trade classes; the School of Building, Clapham, which deals only with Building Trades; the Shoreditch Technical Institute, which provides chiefly for the Furniture Trades; and the School of Photo-Engraving and Lithography (Bolt Court, Fleet Street), temporary premises—Fleet Lane, Farringdon Street, E.C., for the Photo Process and Allied Trades.

The Council is assisted in the management of its schools by Advisory Sub-Committees and Consultative Committees of trade experts. These Trade Committees advise the Council in connection with the detailed administration of the work of the respective industries. The Advisory Sub-Committees are local, and each is attached to some particular institute maintained by the Council. A number of the Consultative Committees are attached to particular institutions. In addition to these there are Central Consultative Committees for the Book-production Trades (including the Bookbinding Trades, and the Printing and Allied Trades), the Goldsmiths', Silversmiths', Jewellers' and Allied Trades, the Furnishing Trades and Men's Tailoring Trades. Each

Committee consists of three groups of trade experts, directly representing respectively the Council itself, the Associations of Employers, and the corresponding Trades Unions (or Federations of Allied Unions).

The great majority of the students who are in attendance at these technical institutions are evening students who are engaged in commercial or industrial pursuits in the day-time. There is, however, a steadily growing number of day students who are either preparing to take up industrial work or who are already so engaged and are able to attend day classes by permission of their employers. The Evening Trade Classes which constitute the bulk of the evening work are, as a rule, confined to *bona fide* workers of the respective trades. The fee for these classes is small and in the Council's own institutions apprentices, improvers and learners under 21 years of age are admitted free.

Increasing importance is being attached to the organisation of Day Trade Schools for boys and girls who are leaving the elementary schools; these schools provide a course extending over two or three years, and are intended to prepare boys and girls for some particular skilled industry.

The day work covers a wide field and includes courses for students working for their degrees; art classes for training designers, teachers, and skilled craftsmen; pre-apprenticeship instruction for boys entering such trades as Engineering, Building, Silversmithing, Book-Production, Furniture, and Cookery; trade instruction for girls in Dressmaking, Waistcoat Making, Upholstery, Corset Making, Millinery, Ladies' Tailoring, Laundry, the Designing and Making of Wholesale Costumes, and Photography and Domestic Economy classes for girls and young women. The Council has also agreed to the establishment of classes in Cookery, Hairdressing, and Stockkeeping.

Practically all the classes in the schools in (1) and (2) are assisted by grants from the Board of Education, which amount annually to upwards of £52,000.

The most important institution in division (3) is the City and Guilds Finsbury Technical College, which provides a two-year course for those desirous of entering the mechanical engineering and electrical engineering trades and a three years' course for those entering chemical trades. Other schools which may be mentioned as coming under this head are the Trades Training School, Great Titchfield Street; the Leather Trades School, Bethnal Green-road; and the South London Technical Art School.

Some of the scholarships and exhibitions referred to on page 20, varying in value from £50 to £5, are tenable at the various polytechnics and technical institutes in the County.

EVENING SCHOOLS.

In addition to the polytechnics and technical institutes London possesses a large number of evening schools, conducted in the buildings of the Council's elementary schools. These evening schools are of three kinds, namely : free schools, ordinary evening schools, and commercial and science and art centres.

In the free schools, instruction is provided in such general subjects as reading, writing, arithmetic, English, history and geography (illustrated by lantern slides). Classes are also held in vocal music, gymnastics and physical drill, swimming, first aid, home nursing, cookery, laundrywork, millinery, dressmaking and needlework. In some of these schools an industrial course in technical drawing and workshop arithmetic is taken preparatory to the industrial courses at the technical institutes. Instruction is also given in woodwork, woodcarving and metalwork.

In regard to the ordinary schools, although most of the subjects taught in the free schools are also taken at the ordinary schools, the work in the general subjects is of a more advanced character. In addition, elementary instruction is given in commercial subjects, such as book-keeping, shorthand, typewriting, and office routine. Students are prepared for examinations for the minor appointments in the Civil Service, and for those conducted by the Royal Society of Arts and Chamber of Commerce. Classes are also held in many of the schools for the study of English literature and foreign languages.

The commercial centres are intended for students whose previous education enables them to take advantage of the more advanced character of the instruction given. Organised courses, covering two or three years, and consisting of two or more subjects, are arranged so as to provide a progressive course of study. Students under 18 years of age are only admitted to the centres on condition that, as a rule, they join a course and guarantee to attend regularly on at least three evenings a week. In addition to the more advanced work in the commercial subjects taken in the ordinary schools, special classes are conducted in such subjects as accountancy, banking, commercial law, etc.

The science and art centres provide elementary and intermediate instruction in science and art subjects leading up to the advanced work at the technical institutes and schools of art and the polytechnics.

The free and ordinary schools are open generally on three evenings a week, between the hours of 7.30 and 9.30, and the centres on four evenings a week for about two and a half hours each evening.

The fees charged to the students are 1s. the session in the ordinary schools, 2s. 6d. the session in the commercial centres, and 5s. the session

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